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ABSTRACT

The goals of the HOPE (Health and Optimum Physical Education) project are described in this document as follows: to design and field test a model program in elementary physical education that would measurably improve children in fitness, motor skills, and knowledge and understanding of physical education and would contribute to improvement in academic achievement and self-concept. The historical development of the program is described. Objectives and activities are outlined for grades one to six. Cost, evaluation, and human interest examples are also described. (JA)

Health and Optimum Physical Education
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THE HEALTH AND OPTIMUM PHYSICAL EDUCATION STORY

A Nationally Validated Title III ESEA
Program in Elementary Physical Education
Irwin County Schools
Ocilla, Georgia

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Prepared for the National Advisory Council, Title III in cooperation with the U.S. Office of Education Washington, D.C.

SP009 131

I. **Descriptive Data**

A. Major Area of Concern:

Elementary Physical Education & Health Services

B. Project Title:

Health and Optimum Physical Education

C. Project Director:

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E. Level of Funding:

Initial Grant	$ 102,083.46	Date 7/1/70 - 7/1/71
1st Continuation	$ 143,532.10	Date 7/1/71 - 7/1/72
2nd Continuation	$ 188,350.00	Date 7/1/72 -10/1/73
3rd Continuation	$	Date
Total		

II. Project Description

A. Overview of Project

1. Describe the motivation that encouraged the local education agency to apply for ESEA Title III funding.

After conducting a needs assessment in the Irwin County Schools the following problems were found: High absenteeism, low fitness scores, deficiencies in math and reading, low student self concept, no organized sequential physical education programs in grades 1-12, no funds for physical education conventional swings slides and see-saws on playgrounds selected with no identified purpose in mind; no cognitive understanding of movement on the part of teachers and students, no opportunities to learn life-time sports in the entire community for low income groups no organized after school recreation programs, no swimming lessons possible for low income groups no emphasis on the physically underdeveloped child with all the emphasis on the gifted athlete no organized health services within the school, no health record keeping system in the school, no written health policies in the school - and lastly no personnel in a rural school to do something about all this. Therefore the proposal was developed due to the needs listed above. The proposal was locally inspired by a local person to meet local needs. These needs, however, were not peculiar to Irwin County but were needs found in rural and

urban schools throughout the state and nation. As a result the project has been called on to provide information to hundreds of programs throughout the United States. Hopefully, now that we have a field tested plan to meet these needs something can be done - children have been denied too long in these important areas of their development.

2. Discuss the general purpose or goals of the project.

Our purpose was to design and field test a model program in elementary physical education that would measurably improve children in fitness, motor skills, knowledge and understanding of Physical Education, and contribute to improvement in academic achievement and self concept.

To further these goals a primary consideration was given to developing a plan that would give a quality program at a minimum cost to local systems wishing to adopt the plan. As a result much of the equipment utilized in the physical education program was constructed and field tested by the Project staff. Wherever possible community agencies and services already existing were utilized.

The ultimate purpose of the total project endeavor was to make "Every Child A Winner" so that he would feel good about himself - Winning in Project H.O.P.E. means doing <u>your</u> best. Our hope is that after participating in the program each child will move through life from a

position of strength - internal strength. A good self concept is essential for this to become a reality.

3. Comment on the number of students, grade level, staff training, materials, facilities, etc.

All students in the Irwin County Schools in grades 1-6 were involved in a daily physical education program. In the 1972-1973 school year this total enrollment was 1,006.

The Classroom teacher as well as project personnel received inservice training in physical education, and health. Nationally recognized consultants were utilized.

Consultants:

Dr. Patricia Tanner - University of South Florida
Tampa, Florida

Dr. Mary Alexander - Florida State University
Tallahassee, Florida

Mr. Bill Braley - Dayton Sensory - Motor Program
Dayton, Ohio

Dr. Marge Hansen - American Association of Health Physical Education and Recreation
Washington, D.C.

Dr. Ann Jewett - University of Wisconsin
Madison, Wisconsin

Mr. Robert Shrader - Individualized Physical Education
Omaha Public Schools
Omaha, Nebraska

Mr. Ambrose Braselton - State Department of Education
Columbus, Ohio

Mr. Phillip Rountree - State Department of Education
Physical Education Coordinator
Tallahassee, Florida

Mr. Benton Clifton - State Department of Education
Health Coordinator
Tallahassee, Florida

Miss Tommye Yates - Northwest Georgia CESA
Lafayette, Georgia

Dr. Betty Flinchum - University of North Florida
Jacksonville, Florida

In addition state leadership was utilized. The following consultants provided inservice:

Mr. Jack Short - State Department of Education
Coordinator of Physical Education
Atlanta, Georgia

Mrs. Gladys Peck - Elementary Physical Education
Coordinator
Atlanta City Schools
Atlanta, Georgia

Dr. Doyice Cotton - Georgia Southern College
Statesboro, Georgia

Dr. Jerry Thomas - Georgia Southern College
Statesboro, Georgia

Extensive staff training was necessary since Project H.O.P.E. initiated a concept of teaching movement to children requiring new skills for the staff. Content and procedures were new to many physical educators. The discovery learning method of instruction utilized in Project H.O.P.E. necessitated a change in methods.

A model resource library was developed which provided invaluable information for program planning. But the

necessity for developing process materials was apparent in the second year. Locally designed materials were utilized. See Attachment A. Homemade physical education equipment was designed and constructed on site. Detailed records were kept on man-hours, materials and cost of each item. This information has been compiled into a manual entitled "Every Child A Winner Through Improvised Physical Education Equipment". In the curriculum area materials are being developed which will be compiled into a curriculum guide entitled "Every Child A Winner Through Elementary Physical Education". This guide will reflect lessons taught in Project H.O.P.E. Loop films, records, and charts were utilized in the program.

The program was conducted primarily out of doors. In inclement weather the stage in the auditorium and classrooms were used. No gymnasium was available. Obstacle courses were built to provide fitness, fun, and self discovery. A covered play area was constructed with the labor donated by the Irwin County Young Farmer Organization. The plan is contained in the improvision manual making it avilable for other schools.

B. Objectives and Activities

1. Define specific objectives (performance and outcome).

Objective #1: Students in grades one through three as a result of participation in vigorous activit

during the intervening period between the administration of pre and post test, will improve their fitness level by three "t" points.

Objective #2: Students in grades four through six, by following a prescribed routine of vigorous activities during the interim between pre and post tests, will improve their fitness levels by ten percentile points.

Objective #3: Students in grades two through six, following the pre test and subsequent participation in varied diverse activities selected for their appropriateness to the development of movement efficiency, will demonstrate improved general motor ability by ten percentile points.

Objective #4: Students in grades four through six, from their experiences in the comprehensive program, can effectively interpret the cognitive, affective, and psychomotor learnings to increase their knowledge and understanding of physical education as evidenced by a score equivalent to a ten percentile increase on the past administration of the AAHPER Cooperative Test in physical education.

Objective #5: Students in grades one through six after experiencing successes in activities requiring motor skills and achieving recognition for attaining high levels of physical fitness, will

exhibit positive characteristics of total adjustment as evidenced by an average score on the California Test of Personality which when converted to a percentile is ten points higher than they scored on the pre test.

2. Point out specific activities designed to accomplish objectives.

Activities to Achieve Objectives. Objectives 1 and 2 were met by offering activities to improve students in the following areas:

Muscle power of leg extensor

Arm and shoulder girdle strength

Abdominal flexibility

Agility

Speed

Change of direction

Explosive power of leg extensors

Coordination

Cardio vascular efficiency

Objective 3. The project offered varied and diverse activities selected for their appropriateness to the development of movement efficiency.

Objective 4. Concepts appropriate to daily lesson plans in physical education were selected from the AAHPER handbook, Knowledge and Understanding in

Physical Education to aid students in effectively interpreting the cognitive, affective and psychomotor learnings in physical education.

Objective 5 Activities and class procedures were selected in order that each student receive success experiences each day. The problem-solving approach was utilized extensively in grades 1-3 and when appropriate in grades 4-6. All program offerings were designed to fit student capabilities and move sequentially from this base. "Every Child A Winner" has been the slogan for the entire project personnel and in this slogan winning is when a child does his best.

3. Give human interest examples relating to the involvement of children--their activities, attitudes, reactions and feelings, problems encountered, special relationships with the community, etc.

Project H.O.P.E. has been on the program at local, state and national meetings of professional and civic organizations. Everywhere people have responded to the project in a favorable way because it is a practical, human approach to dealing with problems found in America today.

Assistance has come to us financially from students who came to see the project and then elected to make

contributions through their college united fund. Local retired citizens have contributed by making equipment for the program. A black woman's service club made yarn balls and bean bags for the project. The Ben Hill-Irwin Vocational Technical School provided the labor for welding and drawings of project equipment. This gave students an opportunity for "live" work and got faculty and students involved. Since then the school has provided this service for other local schools wishing to build the equipment.

The Irwin County Health Department has worked closely with the project since its inception - children identified by the project as needing attention in health problems have been referred to them when necessary. The direct result has been that hundreds of children have received treatment for intestional parasites. Hearing and vision problems have been remedied by referral to the proper agencies through this close cooperation with the county health department.

The local doctors have served on planning teams and have given invaluable assistance in completing physical examinations for children needing these before school starts. This is now a requirement of all students entering the first grade the fourth, seventh and tenth grades. Project H.O.P.E. recommended to the Irwin County

Board of Education that this become a school policy. It was adopted and is being carried out in the entire school system.

After experiencing a sequential, vigorous program of physical education, racial tension has been lessened in students. A spirit of cooperation and understanding for school problems has resulted as blacks and whites served on Project H.O.P.E.'s Advisory Council and Planning Teams.

The local high school has assisted through their home economics and art classes- See newspaper clippings- Attachment B.

Children with hyper-tension attending the private school in Irwin County have been placed back in the project schools by parents because doctors have referred them to the project's physical education program.

Requests for information and assistance have been national in scope. The project has mailed out over one thousand pieces of literature in an attempt to respond to these requests. Public schools, private schools, colleges and universities, early childhood educators P.T.A. officers, etc. are requesting this information. Visitation to the project site has totalled over fifteen hundred people. See Attachment B. Local support of the project has been evidenced by

assistance mentioned earlier in this report as well as by the fact that over two hundred parents attended an open house held in May. Each child invited by letter his or her parent to attend his physical education class. A handout was given to each person attending which explained the program being implemented. See Attachment E.

C. Evidence of Effectiveness

1. Evaluation strategy

Each objective should be related to the overall strategy.

See Evaluation Design Attachment C.

2. Evaluation results

See Evaluation Report Attachment D.

See Interim Evaluation Attachment D.

D. Costs

Project H.O.P.E. has designed three plans in the hope that if a school system has limited funds a start can be made without burdening the system. We feel that a good program can be initiated with a minimum amount of money. But as money becomes available the exemplary program should be sought.

A LITTLE MONEY TO SPEND

Grades 1 - 3

Classroom Teacher
Equipment $502.33
540 children per day
.93 cost per child per year

Grades 4 - 6

Classroom Teacher
Equipment $1394.85
540 children per day
$2.58 cost per child per year

A LITTLE MORE MONEY TO SPEND

Grades 1 - 3		Grades 4 - 6	
Instructor	$8000.00	Instructor	$8000.00
Aide	3460.00	Aide	3460.00
Equipment	1119.34	Equipment	2308.15
540 children per day		540 children per day	
$23.29 cost per child per year		$25.49 cost per child per year	

ENOUGH MONEY TO SPEND

Grades 1 - 3		Grades 4 - 6	
Instructor	$8000.00	Instructor	$8000.00
Aide	3460.00	Aide	3460.00
Equipment	1762.14	Equipment	4178.39
540 children per day		540 children per day	
$24.48 cost per child per year		$28.95 cost per child per year	

Costs for the second program may be reduced as follows if equipment can be shared:

Grades 1 - 6

Instructor	$8000.00
Aide	3460.00
Equipment	2199.43
1080 children per day	
$22.64 cost per child per year	

E Publications and Materials

1. EVERY CHILD A WINNER THROUGH IMPROVISED PHYSICAL EDUCATION EQUIPMENT - October, 1973

2. EVERY CHILD A WINNER THROUGH ELEMENTARY PHYSICAL EDUCATION - March, 1974

3. Evaluation Report - October, 1973

4. Health Services Design - June, 1973